UMPIRE Development

ASSESSORS MANUAL

Australian Government
Australian Sports Commission
SPORTAUS

Softball Australia
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Acronyms

GPA – Good Pelvic Alignment

NUC – National Umpire Committee (4 x NUIC, 7 x NUS, TPC)

NUC Executive – 4 x NUIC

NUIC – National Umpire In Chief (Communications, Development, Operations, Technical)

NUP – National Umpiring Program

NUS – National Umpiring Staff (7 members)

SAO – Situation, Action, Outcome

SDU – State Director of Umpiring

TCU – Tournament Chief Umpire

TPC – Softball Australia Technical Projects Coordinator

WBSC – World Baseball Softball Confederation

WBSC-SD – WBSC Softball Division

Version Control

Version	Date	Changes	Authorised by
1.14	Oct 2017 Mar 2018	Updates from umpires Annual Meeting – Acronyms 1.41.2 Maintenance of accreditation – added wording	Chris Trengove Debbie Grove
1.15	Aug 2019	Change AIS logo front page Fix hyperlinks	Stuart Tyler
1.16	April 2019	New address details GPS - reword to Good Pelvic Alignment	Debbie Grove Stuart Tyler
1.17	Dec 2020	New Template	Debbie Grove
1.18	Dec 2022	Fix Table of Contents	Debbie Grove

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PRACTICAL ASSESSMENT PROTOCOLS

Pre-requisites for Assessment

Level 2

- Maintain a Level 1 accreditation for a minimum of one season; and
- Achieve a Level 2 pre-assessment pass of 131 marks on a practical assessment on one plate and one base prior to presenting; and
- Participate in a structured State conducted Softball Australia 'Level 2 Umpire' training program or a structured assessment program, which can consist of training nights, or camps; and
- Achieve an 80% pass in the SA Basic Rules Assessment under exam conditions; or
- A 65% pass in the SA Open Playing Rules Assessment in the year of their practical assessment

Level 3

- Maintain a Level 2 accreditation for a minimum of one season; and
- Achieve a Level 3 pre-assessment pass of 136 marks on a practical assessment on one plate and one base prior to presenting; and
- Participate in a State conducted Softball Australia 'Level 3-4 Umpire' training program; and
- Achieve a 75% pass in the Softball Australia Open Playing Rules Assessment in the same year as their practical assessment

Level 4

- Maintain a Level 3 accreditation for a minimum of one season; and
- Achieve a Level 4 pre-assessment pass of 141 marks on a practical assessment on one plate and one base prior to presenting; and
- Participate in a State run Softball Australia, 'Level 3-4 Umpire' training program; and
- Achieve an 80% pass in the Softball Australia Open Playing Rules Assessment in the same year as their practical assessment; and
- Assist with the training of umpires and the promotion and development of the NUP within their own softball affiliation.

Practical Assessments

Level 2	At Under 15 or Under 17 State Championships
Level 3	At Under 19 State Championships
Level 4	At Open State Championships

NB: Alternative venues of similar standards may be considered as necessary.

Method of Assessment

Each candidate shall be assessed on performance in accordance with the 'Softball Australia National Umpire Performance Evaluation Form'. A form shall be completed for each game.

Level 2	Shall be assessed on three plates and three bases, on the two-umpire system
Level 3	Shall be assessed on three plates and three bases, on the three umpire system
Level 4	Shall be assessed on three plates and three bases, on the three umpire system

Pre- Assessments

Candidates are required to be pre-assessed on a plate and base and achieve the required mark to be a candidate.

The Softball Australia Umpire Performance Evaluation Sheet should be used for pre-assessment games.

The umpire conducting pre-assessments must be an approved assessor and will be appointed for the assessment by the SDU.

The pre - assessment average marks over two games for each level are:

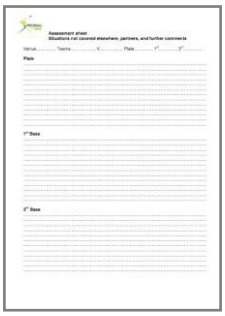
Level 2 = 131
Level 3 = 136
Level 4 = 141

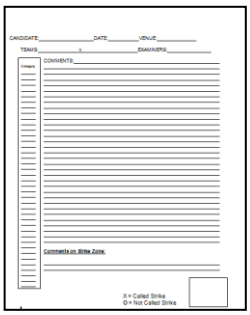
THE ASSESSMENT PROCESS AND FORMS

(All forms are available in Appendix 1)

1. *Capturing observations*

'Assessment Sheet'





This worksheet is used to capture observations made during the game.

When assessing the plate, the strike zone should always have a comment (see pages 26 & 28)

2. *Categorizing the observations and recording scores*

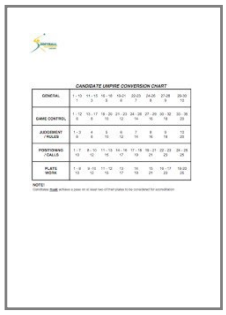
'Umpire Performance Evaluation Worksheet' and Grid (see page 28 & 31)

These forms are used to categorise the observations and total the category raw scores (see page 30)

The grid is helpful to match the observations with the correct category (see page 27)

3. *Converting the raw scores for each category*

'Candidate Umpire Conversion Chart'- (page33)



This chart indicates the converted scores for each category (see page 32)

The converted scores are to be captured in the margin of the 'Candidate Performance Evaluation Sheet'

4. *Aggregating the game scores*

'Candidate Results Summary' (Page 32)

This sheet captures the scores from each of the six games and calculates the candidates overall mark, which is then compared to the required pass marks for levels 2-6 (see page 31)

The TCU will retain one 'Candidate Results Summary' sheet for each candidate.

ASSESSMENT GUIDELINES

(Guidelines for assessors when marking umpire rating forms)

Assessment areas and categories

The assessment is divided into 5 main areas.

- General
- Game Control
- Judgment and Rules
- Positioning and Calls
- Plate Work (including calling Balls & Strikes)

Each area is divided into specific categories.

Default mark

If a candidate complies with the minimum requirements contained in the explanation of each category, then the default mark is awarded.

Regardless of the level of accreditation for which the candidate is being assessed, the default mark is 4 for each category in the first four areas i.e. General, Game Control, Judgment and Rule, and Positioning and Calls. The only exception is Category 1 – Appearance has a mark of 5.

For Balls and Strikes, see Page 12.

How to choose the appropriate mark?

Mark	Criteria
5	The umpire does everything that the category requires but at times displays exceptional umpiring ability and skills
4	The candidate complies with the minimum requirements in each category
3	The candidate fails to comply with up to 2 different requirements of this category
2	The candidate fails to comply with 3 or 4 different requirements of this category
1	The candidate fails to comply with more than 4 requirements of this category

The categories are filled in on the sheets, the marks are then totalled to a final score for each category. p.29

The total score for each category is then converted to a rating score. p.30

The total converted score for each game is then added together to give an evaluation score from all games assessed. p.31

UMPIRE ASSESSMENT CATEGORY EXPLANATIONS

General

1. Appearance

- The mark for this category is 5. Any infraction to the standard of excellence will result in deductions as per any other category

2. Physical Condition

- Umpire is able to maintain mobility throughout the game.
- This does not include the umpire who does not know where to move to, or forgets to rotate
- Be prepared for plays, stamina and movement
- Should be considered on a game by game basis as poor fitness may show during later stages of a tournament

3. Pre-game duties

- Be at the game on time. At least 15 minutes when possible. Especially important for the first game of the Tournament
- Carry out pre-game procedure correctly
- Start and finish game on time
- Equipment checks
- Pre-game meeting with crew
- Plate meeting with coaches
- Introduce yourselves to the official scorer (if applicable)

4. Between innings Conduct

- Relaxed and approachable, yet maintains dignity and professionalism
- Correct position between innings - Not all umpires in a huddle. Face into the diamond
- Maintains control of between innings activities i.e. number of pitchers, on-deck batters

5. Co-operation with Partners

- Crew signals
- Communication during diamond coverage
- Assisting other umpires when required e.g. covering partners
- On field support
- Contributing productively in on-field crew discussions

6. Post-Game Conduct

- Leave the field promptly through the neutral gate or the winning team dugout
- Conduct during post game discussions
- Receptive to Assessors/fellow umpires' discussions and comments

Game control

7. Mental / Physical Reaction

- Reacting quickly and appropriately to any given situation
- e.g. marks would be deducted if the umpire moved late into correct position (not Plate Umpire on set position)
- Reacting to changing circumstances
- Late call of Obstruction, Interference, Infield Fly
- Late call on dead ball situations

8. Working with Teams

- Develops a rapport with players, coaches and other team officials
- Handles confrontation
- Keeps game going
- Listens
- Communicates
- Shows leadership and control
- Effectively manages substitutions and changes
- Works with catcher

9. Awareness

- Being alert to outside influences, on field situations (e.g. pushing)
- Keeping field clear of obstructions (e.g. equipment, or open gates)
- Cleaning the plate when dirty
- Not being aware where the ball is (e.g. passed ball)
- Watch runners touch bases

10. Attitude

- With fellow umpires, spectators, Championship management

11. Adaptability

- Reaction to unusual situations
- Able to adapt to changing situations / circumstances of game

12. Reaction to Pressure

- Maintains demeanour and calmness
- Does not overreact or escalate situations
- Remains in control
- Does not allow pressure situations impact other decisions or presence on the diamond

13. Decisiveness

- Appropriate use of voice
- Strength of purpose and controlling a situation
- Strength shown on difficult or pressure calls

Judgment and Rules

14. Judgement

- Safes and Outs, Fair and Foul
- Catch and no catch situations
- Assistance with check swings

15. Rule Knowledge

- Recognises and calls illegal pitches
- Recognises and calls Obstruction
- Recognises and calls Interference
- Applies correct rule to situations

Positioning and Calls

16. Field Position Before Play

- Pre-pitch position
- Timing of movement to ready position
- Movement with the pitch

17. Hustle

- Base and fly ball coverage
- Return to between innings position
- Non-productive hustle

18. Signals

- Arm movements, e.g. incorrect arm used to indicate fair or foul balls
- Vocals, selling calls
- Unclear signals or given too quickly
- Plate signals i.e. Play Ball, checked swing mechanics

19. Base Mechanics

- Inside / Outside theory
- Parallel to base line
- Gets to leading edge / place of tag
- Tracks ball
- Moves quickly to secondary position
- Fly ball coverage
- Stop in play positioning and management of situations

20. Rotation

- Rotates when umpire goes out
- Checks ahead and behind for coverage
- Adjusts to deviations and communicates
- Appropriate timing on releasing partners after rotation

NOTE: As a plate umpire, it is rotation when the plate umpire doesn't rotate/ move to the holding zone on a steal to 2nd.

Plate work

21. Plate Mechanics

- Works slot – inside batter and catcher
- Consistently steps in with inside foot
- Correct use of GPA
- Count given when required (e.g. when a runner advances base, or after a checked swing request)
- Gets batter into the box
- Controls pitcher/catcher meetings
- Handles changes correctly and quickly

22. Plate Movement

- Clears catcher on 3rd base side on passed balls
- Covers foul fly balls as appropriate
- Tracks the ball
- On fly balls, moves out in front
- On ground ball – trails batter-runner 1/3 of distance to 1st base.
- Moves to holding zone

23. Calling of Balls and Strikes

- Consistency of Zone
- Stays down to call
- Voice
    - Strike call
    - Swinging
    - Called
    - 3rd Strike
- Signals and timing

See “Guidelines for Strike Zone” below

GUIDELINES FOR MARKING STRIKE ZONES

The following chart shows the applicable score for each level.

Level	Unsatisfactory	Satisfactory	Good Performance
2	4	5	6
3	5	6	7
4	6	7	8
5	6	7	8
6	7	8	9

Possible reasons for inconsistent balls and strikes

- Umpires may be making up their minds as to what to call a pitch BEFORE it has touched the catcher's glove (calling too early). Not tracking the ball to the glove
- Some umpires having made up their mind early, stand up too soon, thus losing their perspective of the strike zone and are unable to re-assess their original 'guess'
- When an umpire has 3 consecutive balls on a batter, they usually go 'looking' for a STRIKE on the next pitch rather than calling what is seen. That is, they have made up their mind even before the ball is pitched that they are not going to walk the batter
- Similarly, with only 2 strikes on a batter, many umpires are loath to call the next one a strike on the batter correctly
- Umpires may watch a steal and start to rotate to 3rd too early to call the pitch on the batter correctly
- Umpires get tense as the game is close in the final few innings and their strike zone changes (closes in). That is, it is not consistent throughout the game
- Umpires may have a tendency to call a 'make up' pitch. If they got the last call wrong, they can't put it out of their head and they try to make amends on the next pitch whether consciously or sub-consciously

OBSERVING UMPIRE PERFORMANCE DURING THE GAME

It is the responsibility of assessors to write effective notes during the game that accurately reflects game situations, the actions of the candidate and the outcome of those actions.

NB: The TCU and other assessors may read the notes written during the game so your notes must be legible and clear in meaning.

Writing notes during the game serves two purposes: it captures the points that will be categorised to record a score on the Umpire Performance Evaluation Worksheet; and provides reference notes used in providing feedback. To enable balanced feedback, assessors must also record positive performance notes as well.

The SAO Model

The SAO Model is an effective way to ensure the relevant information is recorded for use by the assessor to classify the behaviour and also to paint the picture when de-briefing the candidate after the game. A high level of detail is especially important if the examination panel has a need to revisit a particular situation after the event.

S - Situation
A - Action
O - Outcome

The SITUATION describes the current state of play what happened; for example, the inning, number of outs, where the runners were located and where the ball was hit.

The ACTION describes what the umpire did during the play; i.e., Plate umpire stood behind the catcher, trailed the batter runner or U1 rotated home.

The OUTCOME describes the impact or the result of the action step; for example, U1 was in a good position at the plates leading edge ready for a potential play.

WORKED EXAMPLE

S – Top 2, 1 out. Runner on 1st base. Runner steals to 2nd base on the pitch, called ball.
A – Plate umpire stood behind F2 to watch the play at 2nd.
O – By not rotating, no umpire was covering 3rd base (1 base ahead on lead runner)

Write category next to each situation

PLATE UMPIRE CHECKLIST

Does the plate umpire step 'out to' put on their mask then step in and call play ball?

Stance

- Check their feet, knees, back, shoulders, eyes
- Check GPA

Set Position

- Timing
- Is the umpire too close or too far from the catcher?
- Is the umpire too wide or deep?

Slot

- Does the umpire have good pelvic alignment?
- Outside perimeter of the strike zone?
- Is the umpire at the top of the strike zone?

Tracking the ball

- Is the umpire tracking the pitched ball into the catcher's glove?
- Is the umpire using a slight movement of the head and eyes guided by the nose?
- Movement of the body

Strike and Ball Calls

- Vocals
- Timing
- Mechanics
- Is the umpire staying down in the set position until the pitched ball hits the catcher's glove?
- Does the plate umpire ask the correct base umpire on check swings?

Ball & Strike Count

- Height
- Is the umpire giving the count with consecutive fingers?
- Rotation of the count
- How often is the umpire giving the count?

Plate Movement & Control

- Clears catcher on third base side
- How the umpire is working with catchers? (scored in Working with Teams)
- On ground balls trails the batter-runner
- Possible 8-3 or 9-3 plays when 1st base umpire goes to the outfield
- Handles changes correctly and quickly
- Foul and Fair Fly ball coverage

Positioning for plays

- Does the umpire use the leading edge when in position to make calls at third base and home?

BASE UMPIRE CHECKLIST

Starting Position

- Accurate position per manuals.
- Can the umpire get into the infield ahead of the runner on an outfield hit and watch the catch, the runner touch base or for a possible obstruction?
- Is the umpire standing still when regulation or possible plays occur at 1st base or are they still on the move?

Is the Umpire:

- Using the ready position, correct movement?
- Does the umpire have the timing of the ready position?
- On top of the play especially for a tag?

Does the umpire see things they SHOULD see?

- Obstructions
- Runners leaving bases too early
- Illegal pitches
- Where the foul balls have gone
- Whether balls have been carried out of play (overthrow, wild pitch, pass balls)
- Are the bench areas being checked for no spectators, players off the bench etc.

Is the Umpire WATCHING for the correct things?

- Whether runners leave too soon
- Whether runners touch bases or touch up on fly balls
- Whether other umpires are asking for / offering help (e.g. check swing)

Is the umpire reacting appropriately on check swings and /or dead ball calls?

Are umpire-to-umpire crew signals being given at all and appropriately?

Is the base umpire assisting to hustle teams on the field?

Are umpires calls appropriate to the play? (e.g. too loud, soft, overkill)

Is the verbal call/signal given whenever there is a play made?

Does the umpire rotate too early/late especially with a runner on 1st base, or does the umpire have their back turned to this runner?

Does the umpire observe basics of the inside/outside theory?

Does the umpire try to take over other umpires' duties?

Does the umpire concentrate on 'nitpicking' at the expense of the basics of the game (i.e. call 'Left Base Early' but gets basic 'out/safe' incorrect OR enforce Eight Foot Circle rule but out of position on routine tag plays)?

POTENTIAL PITFALLS FOR ASSESSORS

- Watching the ball/play rather than the umpires(s)
- Concentrating on the plate umpire too much and forgetting the base umpire(s).
- Being distracted by other assessors/umpires or spectators
    - Laughing examiners can be very off-putting for candidates
- Losing concentration during the game, especially during long and boring one-sided games or because of poor weather conditions
- Not knowing exactly what is expected of candidates. All assessors need to have a consistent approach to:
    - Strike Zone
    - Positioning
    - Mechanics/Signals
    - Rule Interpretations
- Focusing on very minor points, when other more significant issues need to be raised
- Having an imbalanced set of feedback for the candidate, such as all negative comments and no acknowledgement of positive behaviours
    - TIP: Document 5 positive things before you document errors, this will adjust your mindset, to observe positive elements as well as errors
- Poor documentation of the facts of a play, omitting or not being clear on points will discredit your delivery when addressing the candidate
    - Remember to use the SAO Model to keen clear and accurate notes. This will also assist the TCU / SDU in reviewing your notes
- Attempting to deliver feedback outside the Effective Feedback Model (Refer to notes in the following sections).
- Do not solely focus on your delivery when addressing the candidate, you need to focus on the understanding/ listening of your feedback. Feedback is all about the listener
- Letting candidates play assessors off against each other by giving them conflicting advice. If a candidate says 'But in the last game, Lyn told me to….' Your reply should be, 'Well I will clarify this with Lyn and get back to you.' That way they know you will be checking up on what the last/other assessor told them
- Inconsistent marking of candidates from assessor to assessor (i.e. one assessor affirms or makes suggestions while another penalises a certain behaviour).
- Going into an assessment/tournament with pre-conceived ideas either about the game or the candidate/s results. Some candidates you expect to do well do not. Beware of not watching them as closely as you watch others. Then again, some candidates you may expect to fail do better than expected.
- Sitting behind the back net for the whole game can cause increased stress levels in plate umpires. Take the opportunity to view the game from a variety of vantage points. Not only will this help to decrease the pressure on the plate umpire, it allows the assessor to get a variety of perspectives on the angles and positions the umpires use, and gives the assessor the chance to stretch and to refresh their own attention cycles.

ASSESSOR'S ETIQUETTE

- Don't go into assessment series with pre-conceived ideas about the success or failure of individual candidates and thus "assume" a pass or fail for them. This will make you look for or overlook faults/mistakes

- Don't have 'favourites' or 'targets'

- Don't talk about candidate's performances with anyone but other assessors, especially not within earshot of:
    - Candidates
    - Non-candidate umpires
    - Other spectators
- Don't tell candidates how you think they are performing in their assessment. Candidates have been told not to ask you. This saves you lying or giving them false hope

- Be aware that some candidates or umpires may try to play you against each other. If a dispute arises over any issue, get the TCU or SDU's answer, then inform the candidate/s

- Don't belittle candidates in front of others, especially non-candidates

FEEDBACK

Feedback Defined

Feedback is advice given and accepted to help you progress from where you are to where you want to be.

The PURPOSE of feedback.

To encourage effective behaviour.

The purpose of any game debrief or feedback session is not to simply say your feedback; but rather for the candidate to understand and own it, reinforcing the behaviours that are good and that should be continued and behaviours that are not correct that need to be improved for the future.

Two Types of Feedback:

- Positive / Affirming good performance
- Negative /Adjusting or corrective feedback

Feedback is…

- About behaviour and the resultant impact of that behaviour
- Designed to continue positive behaviour or correct unacceptable behaviour
- NOT about the delivery but the receiving
- About the future

Use of Feedback

- Do not always provide only adjusting feedback
- Balance by providing affirming feedback as often as you can
- Provide feedback as soon as the behaviour is observed
- Do it often
- Practice it

4 Steps

1. Ask if you can provide some feedback
2. Describe specific behaviour
3. Describe the impact of the behaviour
4. Discuss the next steps

Feedback in Action

1. **'May I give you some feedback?'** May I share something with you?' Always ask, positive or negative
2. **'When you…'** Talk about their behaviour
3. **'Here's what happens…'** Describe the impact.
4. **'How can you do this differently?'** or **'Thanks – keep this up.'** For negative feedback, ask them to suggest the change

Example Feedback in Action

1. ***'May I give you some feedback'? (wait for the yes reply)***
2. When you rotate to 3rd base on a steal on a wild pitch, and you don't look to see where the ball is in the backnet.'
3. **'Here's what happens…** you run the risk of not seeing the ball bounce behind you, so that you are in the way on the throw from the catcher, and you also risk getting hit with the ball**'**
4. **'How can you do this differently** next time this situation happens?'

CONDUCTING CANDIDATE GAME DEBRIEFS

Where/when to discuss game with candidates

- Go away from the diamond to a quiet, relaxed atmosphere. This could be a room, outside in the open or anywhere as long as you won't be disturbed or distracted
- Discuss the game only with umpires involved in the game, in either a team group, or
- Discuss matters with individual umpires, especially if the situation only relates to them, or the matter is sensitive, or you feel the umpire will take on board the feedback better in a one to one setting

What to mention/what not to mention

- Mention things that relate to each umpire's on diamond umpiring performance (e.g. positioning, signals, decisions, partner co-operation, coaches' queries, rules, and mechanics of the game)
- Don't mention personal things with the group (e.g. strike zone, manner/demeanour, and individual personal faults). They should be discussed on a one to one basis, in private with the individual concerned

How to conduct discussions

- Make sure that you are on the same level as the candidates, (i.e. if they are sitting then you sit too)
- Be calm, rational and don't let anger show. This will cloud your judgment and you may say things you don't mean and later regret
- Don't let the discussion become one continuous stream of criticisms
- Praise freely, but appropriately
- Be constructive with your criticism. (i.e. offer ways/methods of doing something better rather than just saying that the candidate's way was wrong). Use the Effective Feedback Model
- Encourage candidates to come up with possible solutions to their problems
- Listen to candidate's question/explanations
- Act as a guide/provide guidance
- Encourage candidates to discuss any problem situations they encountered on the game
- Don't let the candidates argue amongst themselves and blame each other for mistakes
- Come straight to the point, don't harp on one thing and keep it short as possible

Be aware of the following:

- Your tone of voice. Try not to be harsh, cold or condescending
- Your mannerisms, especially hand and facial gestures. Look at candidates when you speak to them and pay attention to their replies
- Don't overuse hand gestures, they can be seen as aggressive
- Your body language. Try not to display boredom, irritation, disinterest or unwillingness to listen
- Be alert to candidate's possible distress. You must be able to 'pick' when the candidate can take no more feedback. If the candidate is in a state of panic or distress, back off, console them if necessary and try to mention some of the positive features of their performance

<u>REMEMBER – THE ASSESSMENT IS ABOUT THE CANDIDATE</u>

THE GAME DEBRIEF

Any time you offer advice to a fellow umpire whether it as an umpire or assessor you can expect a wide range of reactions. Some of these reactions are emotional or irrational.

Because of the intensity of the game, an umpire's personal pride and the stress associated with umpiring, assessing an umpire's on field performance is a delicate balance.

An umpire learns to believe in himself and his abilities as an umpire early in their career. Unfortunately, an umpire doesn't see himself as others see him.

There is absolutely no reason an Assessor or TCU should become angry about a mistake that is made. Mistakes simply provide an opportunity for education and learning, and very few candidates will learn from an angry or aggressive Assessor/Coach/Mentor

A. The Sandwich Approach

The sandwich approach is a good flow to use by starting with positive points in order to inspire trust, followed by adjusting feedback and then end the de-brief on a positive note to ensure the candidate is positively motivated.

- Provide Affirming feedback first, followed by some adjusting feedback, and end on a positive note, i.e. Affirming, Adjusting, Affirming
- Praise the positive points, but be cautious not to be overly gushy.
- Use the Feedback Model to address the issues / points observed during the game
- Listening to the umpire's story first and then instructing an improvement, if necessary, is a crucial step to build confidence and trust
- Use basic comments to cover general areas for beginners, moderately more detail for more experienced umpires and interesting tips for the veteran official

B. The Successful Evaluator

- Includes discussion on strengths and then moves slowly towards suggested improvements as trust and confidence are developed
- Assists in improving the umpire's abilities without destroying confidence
- Clarifies what is expected with incentive to work towards becoming better
- Establishes a starting point for improvement
- Focuses on the three most obvious and important areas requiring adjustment as the basis of the evaluation
- Balances the evaluation with an equal number of positive growth comments with an equal number of adjusting comments

C. Improving Your Listening Skills

- Look at the speaker and give outward clues that you are following along
- Suspend judgment initially to hear what the speaker is saying
- Do not discount the entire message because you disagree with one point
- Resist distractions - noises, views, and other people
- Wait before responding to the speaker. To prompt a response reduces listening effectiveness
- Rephrase in your own words the content and feeling of what the speaker says and check back with the speaker to determine if they agree with your understanding
- Concentrate!
- ‘Communication is what the listener does’

D. Getting and Giving Feedback

- Establish rapport with the umpire immediately with small talk
- Explain the purpose of the evaluation in positive terms
- Start the evaluation on a positive not.
- Encourage the umpire to talk
- Ask questions to keep the discussion moving - avoid Yes/No questions
- Use your listening skills and do not interrupt
- Be clear in all comments on the form
- Focus on performance, not personality
- Stress three important points to work towards improving
- Focus on the future, not the past
- Work for an understanding rather than complete agreement
- End the presentation of the evaluation on a positive note

E. How Constructive Criticism Can Be Given

- Set priorities amongst the examiners on the game before you talk to the candidate
- Deal with the most immediate or crucial problem first
- Be specific and use examples
- Soften your tone, not the message
- Avoid absolutes (always, never) and do not ever assume
- Be aware of your own biases, and draw on the umpire's strengths to overcome their weaknesses

DEALING WITH PERSONALITIES

Every umpire is unique! Therefore, it is the responsibility of the examiner to understand how each umpire learns best and the assessor must tailor their style so that the dialogue is a successful one.

Some umpires respond best when messages are sugar coated whilst others prefer a more direct approach.

The challenge for an assessor is to be flexible with your approach so the candidate takes away the essence of your message while having a rich and encouraging experience.

A. Dealing with a Quiet Umpire

- At beginning of the evaluation try to put the umpire at ease by talking generally about umpiring (i.e. what do you like about umpiring?)
  - Objective is to get the umpire talking and feeling more relaxed and comfortable
- The umpire may be shy about talking about their strengths and weaknesses
  - Provide feedback - ask the umpire for their comments
- Ask open-ended questions (why, what, how, where . . .) that require more than one or two-word answer
- Use silence effectively by nodding and remaining silent
  - Refrain from finishing their sentence or saying what you think the person is trying to say
  - Encourage the umpire if they stop talking after a couple of words
- Do not overstate your point
  - Positive reinforcement can also be embarrassing to some people!
  - Be specific but do not come on too strong

B. Coping with a Less Than Receptive Umpire

- Assure the umpire you are concerned about their reaction and want to make certain their evaluation is fair and just and that you can reach a mutual agreement
- Stay calm and do not get excited or angry
  - Monitor your own feelings so you are aware of your own stress response.
  - Observe the three C's - cool, calm and collected
- Concentrate with an open mind on the person and their complaints about the review
  - Focus on their feelings as well as on the facts being expressed
- Listen carefully and hear the person out
  - Do not defend yourself or give counter arguments
- Do not interrupt even if you disagree
  - Let the person talk as much as they need to talk
  - Nod your head to acknowledge that you are listening
  - The act of the umpire talking may act as a release and result in both better feelings and a willingness to listen to you later
- Do not attempt to explain or defend your position
  - An angry umpire, who has not had the opportunity to speak, only creates added resentment

- When the initial verbal onslaught ends and non-verbal clues (posture, eye movement) suggest the umpire is more relaxed, ask questions in a straightforward, interested and non-defensive manner to clarify points
    - Repeat the complaint and the essential points of the situation in your own words
    - Ensure that your understanding of the situation is correct (i.e. You're upset because . . .)
- If you are wrong about something, admit it and make the appropriate changes to the comment/rating
- Try not to end the evaluation meeting if the umpire and you have not reached an agreement

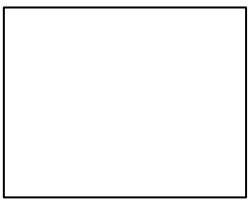
CANDIDATE: _____ DATE: _____ VENUE: _____

TEAMS: _____ v _____ ASSESSORS: _____

Category	COMMENTS:

Comments on Strike Zone:

X = Called Strike
O = Not Called Strike



Game Crew:	Date: _____ Time: _____
Plate: _____	
First: _____	PLATE # **1 2 3** BASE # **1 2 3**
Second: _____	
Third: _____	Teams: _____

GENERAL		**P**	**1**	**2**	**3**	**GAME CONTROL**		**P**	**1**	**2**	**3**	**POSITIONING AND CALLS**		**P**	**1**	**2**	**3**
1.	APPEARANCE					12.	REACTION TO PRESSURE					19.	BASE MECHANICS				
	Uniform						Demeanour / Poise						Safe / Out calls				
	Grooming						Remaining in control						Angles				
	Equipment					13.	DECISIVENESS						Distances				
2.	PHYSICAL CONDITION						Use of voice						Consistency				
	Prepared						Strength of purpose						Timing of calls				
	Movement						In control						Inside / Outside Theory				
3.	PRE GAME DUTIES					**JUDGEMENT AND RULES**							Button Hooking				
	Pre Game Manager's Meeting					14.	PRESSURE CALLS						Pulled Foot call				
	Crew discussion						Safe / Outs						Lead off calls				
	Team Equipment check						Fair / Foul						Tag up responsibilities				
4.	BETWEEN INNING CONDUCT						Assistance with Check Swings						Finding ball on tags				
	Correct side of diamond					15.	RULE KNOWLEDGE						Calling Illegal Pitch				
	Position on line						Application					20.	ROTATION				
							Interpretation						Communication				
5.	CO-OPERATION WITH PARTNERS					**POSITIONING AND CALLS**							Use of correct system				
	Crew Signals					16.	FIELD POSITIONING BEFORE PLAY						Watching the ball				
	On field support						Pre Pitch Position						Movement on outfield hits				
	Covering partners						Timing of movement to ready position						Holding Zones				
6.	POST GAME CONDUCT											**PLATE WORK**					
	Leaving the field					17.	HUSTLE					21.	PLATE MECHANICS				
	TCU Comments						Base coverage						Stance/Set				
	Crew discussion						Fly ball coverage						Mask removal				
GAME CONTROL							Between Innings						Safe / Out calls				
7.	MENTAL / PHYSICAL REACTION					18.	SIGNALS						Timing of movement to set position				
	Dead Ball situations						Play Ball						Use of slot and GPA				
	General Responsiveness						Strike						Timing of calling balls and strikes				
8.	WORKING WITH TEAMS						Foul Tip						Timing of giving count				
	Substitutions						Dead Ball						Holding Play				
	Handling of Coaches / Players						Fair Ball						Flinch				
	Mannerisms						Foul Ball						Check Swing				
	Appeals / Protests						Routine Out										
	Working with catchers						Routine Safe					22.	PLATE MOVEMENT				
9.	AWARENESS						Overhand Out						Initial movement away from plate				
	Objects / Team Equipment/Situations Passed balls						Delayed Dead Ball						Avoiding catcher				
	Non involved personnel						Infield Fly						Trailing batter runner				
10.	ATTITUDE						Vocals										
	Common sense situations						Sell calls					23.	Calling of balls and strikes				
11.	ADAPTABILITY												Consistency				
	Changed circumstances																

Appendix 1

Australian Government
Australian Sports Commission

Assessment sheet

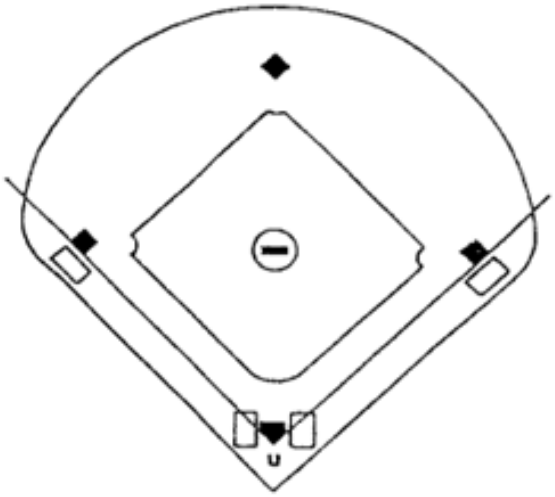
Situations not covered elsewhere and further comments

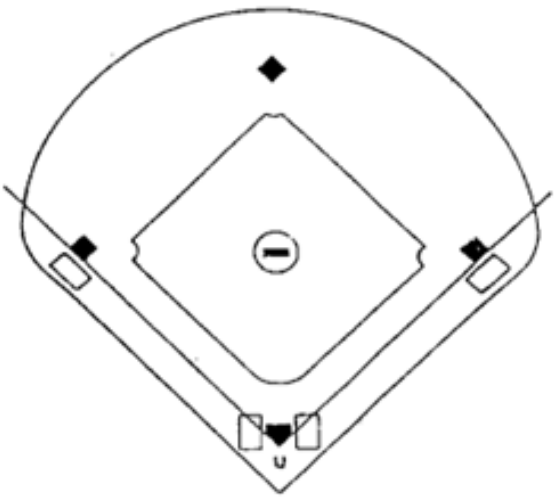
Plate

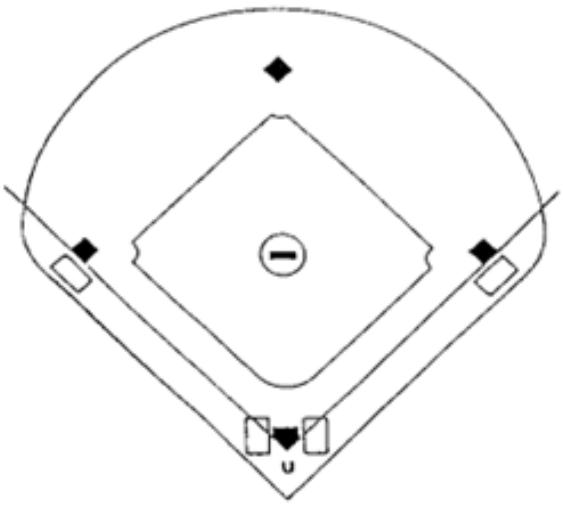
1st Base

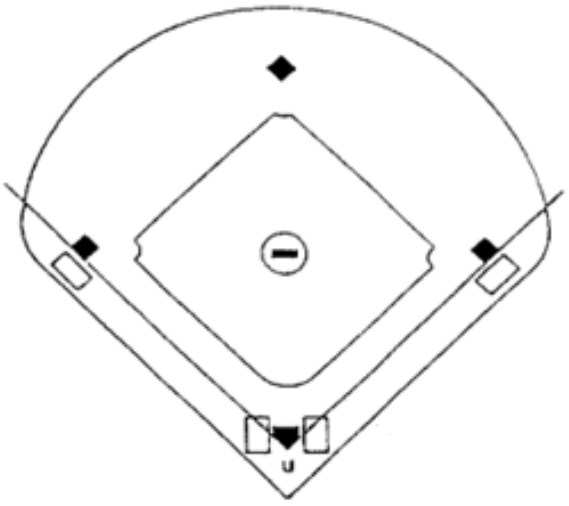
2nd Base

3rd Base









CANDIDATE PERFORMANCE EVALUATION SHEET **ASSESSED BY .....**

Name..... Date .....

Tournament ..... Venue.....

Teams..... Position: Plate ..... 1st Base ..... 3rd Base.....

GENERAL							
1. APPEARANCE	5	4	3	2	1		
2. PHYSICAL CONDITION	5	4	3	2	1		
3. PRE GAME DUTIES	5	4	3	2	1		
4. BETWEEN INNING CONDUCT	5	4	3	2	1		
5. CO-OPERATION WITH PARTNERS	5	4	3	2	1		
6. POST GAME CONDUCT	5	4	3	2	1		
Section total						Score	/30
GAME CONTROL							
7. MENTAL / PHYSICAL REACTION.....	5	4	3	2	1		
8. WORKING WITH TEAMS	5	4	3	2	1		
9. AWARENESS.....	5	4	3	2	1		
10. ATTITUDE	5	4	3	2	1		
11. ADAPTABILITY	5	4	3	2	1		
12. REACTION TO PRESSURE	5	4	3	2	1		
13. DECISIVENESS	5	4	3	2	1		
Section total						Score	/35
JUDGEMENT AND RULES							
14. JUDGEMENT	5	4	3	2	1		
15. RULE KNOWLEDGE	5	4	3	2	1		
Section total						Score	/10
POSITIONING AND CALLS							
16. FIELD POSITIONING BEFORE PLAY	5	4	3	2	1		
17. HUSTLE	5	4	3	2	1		
18. SIGNALS	5	4	3	2	1		
19. BASE MECHANICS.....	5	4	3	2	1		
20. ROTATION	5	4	3	2	1		
Section total						Score	/25
PLATE WORK							
21. PLATE MECHANICS	5	4	3	2	1		
22. PLATE MOVEMENT.....	5	4	3	2	1		
23. CALLING OF BALLS AND STRIKES. SCORE OUT OF 10	☐						
Section total						Score	/20

CANDIDATE RESULT SHEET

Candidate: ……

Championship: ..... Venue: ……..……..

PLATE 1 Date.....

..... vs .....

	Marks
GENERAL	.....
GAME CONTROL	.....
JUDGEMENT AND RULES	.....
POSITIONING AND CALLS	.....
PLATE WORK	.....
Total	.....

BASE 1 Date .....

..... vs .....

	Marks
GENERAL	.....
GAME CONTROL	.....
JUDGEMENT AND RULES	.....
POSITIONING AND CALLS	.....
PLATE WORK	.....
Total	.....

PLATE 2 Date.....

..... vs .....

	Marks
GENERAL	.....
GAME CONTROL	.....
JUDGEMENT AND RULES	.....
POSITIONING AND CALLS	.....
PLATE WORK	.....
Total	.....

BASE 2 Date .....

..... vs .....

	Marks
GENERAL	.....
GAME CONTROL	.....
JUDGEMENT AND RULES	.....
POSITIONING AND CALLS	.....
PLATE WORK	.....
Total	.....

PLATE 3 Date.....

..... vs .....

	Marks
GENERAL	.....
GAME CONTROL	.....
JUDGEMENT AND RULES	.....
POSITIONING AND CALLS	.....
PLATE WORK	.....
Total	.....

BASE 3 Date .....

..... vs .....

	Marks
GENERAL	.....
GAME CONTROL	.....
JUDGEMENT AND RULES	.....
POSITIONING AND CALLS	.....
PLATE WORK	.....
Total	.....

Candidate Umpire Conversion Chart

General	1-10	11-15	16-18	19-21	22-23	24-26	27-28	29-30
	1	3	5	6	7	8	9	10
Game Control	1-12	13-17	18-20	21-23	24-26	27-29	30-32	33-35
	6	8	10	12	14	16	18	20
Judgment / Rules	1-3	4	5	6	7	8	9	10
	6	8	10	12	14	16	18	20
Positioning / Calls	1-7	8-10	11-13	14-16	17-18	19-21	22-23	24-25
	10	12	15	17	19	21	23	25
Plate Work	1-8	9-10	11-12	13	14	15	16-17	18-20
	10	12	15	17	19	21	23	25

Pass Marks

Level 2	389
Level 3	408
Level 4	423
Level 5	425
Level 6	427

Note: Candidates must achieve a pass on at least two of their plates to be considered for accreditation.

Required average marks for Plates and Bases

	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
PLATE	74	77	80	82	82
BASE	57	59	61	61	61

APPENDIX 2: EXTRACT FROM THE SOFTBALL AUSTRALIA UMPIRES CODE

Umpire accreditation

1.1 The National Umpire Accreditation program consists of eight levels. The specific qualifications and requirements for each level are set out in clauses 1.3-1.10.

1.1.1 The accreditation of umpires at Levels 1-4 will be the responsibility of the Member States.

(a) SDU will advise the TPC and NUIC Operations in writing of the names and contact details of all umpires awarded Level 1, 2, 3 or 4 accreditation.

1.1.2 The accreditation of umpires at Levels 5, 6, 7 and 8 will be the responsibility of the NUC.

1.1.3 The NUC is responsible for maintaining all national records and issuing Certificates of Accreditation for all levels of accreditation.

1.2 All umpires are required to maintain an umpires' activity diary

1.2.1 Umpires at Levels 1-4 must submit their diary to their SDU by end of June.

1.2.2 Umpires at Levels 5 and above must submit their diary to the NUIC Operations by end of June.

1.2.3 All umpires over the age of 18 must obtain and maintain a current "Working With Children Check" and provide this to their SDU (some states require a Working With Children Check for volunteers over the age of 16. Please check with the appropriate authorities within your state).

Levels of accreditation

1.3 Level 1: State entry level

1.3.1 An umpire will achieve Level 1 accreditation by having practical umpiring experience in:

(a) at least five games comprising a minimum of two plates and three bases in one season; and

(b) A 65% pass in the Softball Australia Basic Rules Assessment paper or

(c) A 55% pass in the Softball Australia Open Playing Rules Assessment paper

(d) Completed the online 'Play by the Rules' course and provide a copy of certificate to SDU

(e) Read and study the "Level 1 Introduction to Umpiring Program" available online on the Softball Australia website.

1.4 Level 2: State

1.4.1 An umpire will achieve Level 2 accreditation by:

(a) maintaining a Level 1 accreditation for a minimum of one season; and

(b) achieve a Level 2 pre-assessment pass of 131 marks on a practical assessment on at least one plate and one base prior to presenting for the Level 2 practical assessment

(c) participating in a structured State run Softball Australia 'Basic Umpire' training program; and

(d) achieving an 80% pass in the Softball Australia Basic Rules Assessment; or

(e) achieving a 65% pass in the Softball Australia Open Playing Rules Assessment in the year of their practical assessment; and

(f) achieving a Level 2 pass of 389 marks on a practical assessment at six (3 plates and 3 bases) games at an U15 State level or equivalent standard tournament using the National 2 Umpire System.

1.5 Level 3: State

1.5.1 An umpire will achieve Level 3 accreditation by:

(a) maintaining a Level 2 accreditation for a minimum of one season; and

(b) achieve a Level 3 pre-assessment pass of 136 marks on a practical assessment on at least one plate and one base prior to presenting for the Level 3 practical assessment

(c) participating in a State run Softball Australia 'Level 3/4 Umpire' training program

(d) achieving a 75% pass in the Softball Australia Open Playing Rules Assessment in the same year as their practical assessment; and

(e) achieving a Level 3 pass of 408 on a practical assessment at six games (3 plates and 3 bases) at U17 State level or equivalent standard tournament using the 3-2 National Umpire System

1.6 Level 4: State

1.6.1 An umpire will achieve Level 4 accreditation by:

(a) maintaining a Level 3 accreditation for a minimum of one season; and

(b) achieve a Level 4 pre-assessment pass of 141 marks on a practical assessment on at least one plate and one base prior to presenting for the Level 4 practical assessment

(c) participating in a State run Softball Australia 'Level 4 Umpire' training program; (Note: necessary only if candidate has paused at level 3 for more than 2 years during progression through levels or was unsuccessful at last attempt at level 4;)

(d) achieving an 80% pass in the Softball Australia Open Playing Rules Assessment in the same year as their practical assessment; and

(e) assisting with the training of umpires and the promotion and development of the NUP within their Member State and

(f) achieving a Level 4 pass of 423 on a practical assessment at six games (3 plates and 3 bases) at State Open level or equivalent standard tournament using the 3-2 National Umpire System; and

1.7 Level 5: National

1.7.1 An umpire will achieve Level 5 accreditation by:

(a) maintaining a Level 4 accreditation for a minimum of one season; and

(b) achieving an 85% pass in the Softball Australia Open Playing Rules Assessment in the same year as their practical assessment; and

(c) achieving a Level 5 pass of 425 on a practical assessment at six games at an Australian underage championship or equivalent standard tournament; and

(d) may participate in an 'Advanced Umpire' national training program

(e) assisting with the training of umpires and the promotion and development of the NUP:

(i) within their Member State

(ii) at the National level as required by the NUC

1.8 Level 6: National

1.8.1 An umpire will achieve Level 6 accreditation by:

(a) maintaining a Level 5 accreditation for a minimum of one season; and

(b) having an 85% pass in the Softball Australia Open Playing Rules Assessment in the same year as their practical assessment; and

(c) obtaining a Level 6 pass mark of 427 on a practical assessment at six games at a national open women's championship or equivalent standard tournament; and

(d) assisting with the training of umpires and the promotion and development of the NUP:

(i) within their Member State

(ii) at the National level as required by the NUC

1.9 Level 7: International

1.9.1 An umpire will achieve Level 7 accreditation by:

(a) maintaining a Level 6 accreditation for a minimum of one season; and

(b) having a 90% pass in the Softball Australia Open Playing Rules Assessment; and

(c) achieving WBSC accreditation; and

(d) officiating at a minimum of one junior or open world championship; and

(e) assisting with the training of umpires and the promotion and development of the NUP within their Member State and at the National level as required by the NUC.

1.10 Level 8: International

1.10.1 An umpire will achieve Level 8 accreditation by:

(a) maintaining a Level 7 accreditation for a minimum of one season; and

(b) having a 90% pass in the Softball Australia Open Playing Rules Assessment; and

(c) maintaining WBSC accreditation; and

(d) officiating at a minimum of two world championships, one of which must be an open world championship; and

(e) assisting with the training of umpires and the promotion and development of the NUP within their Member State and at the National level as required by the NUC.

Exemptions

1.11 An umpire may apply for a leave of absence of up to one year without affecting the currency of their accreditation. Levels 1- 4 will apply to their SDU and Level 5 and above to the NUIC - Operations.

1.12 In extenuating circumstances

1.12.1 For Level 1-4 the SDU may grant an additional exemption of one year from any requirement under this Code

1.12.2 For Level 5 and above the NUIC Operations may grant an additional exemption of one year from any requirement under this Code

1.13 An umpire may apply for accelerated accreditation through Levels 1-4 to their SDU

Currency of accreditation

1.14 An umpire will maintain their accreditation by:

1.14.1 In one (1) season officiating in at least:

(a) Level 1: 5 games, minimum of 2 plates and 3 bases

(b) Level 2: 10 games, minimum of 4 plates and 6 bases

(c) Level 3: 15 games, minimum of 7 plates and 8 bases

(d) Level 4-8: 20 games, minimum of 10 plates and 10 bases at the required standard including major games

1.14.2 obtaining the theory mark required for current level every two (2) years

1.14.3 Level 4 umpires are to assist with the training of umpires and the promotion and development of the NUP within their Member State

1.14.4 Level 5 umpires are to assist with the training of umpires and the promotion and development of the NUP, within their Member State and at the National level as required by the NUC

1.14.5 Level 6-8 umpires are to assist with the development, administration and promotion of the NUP or being an active member of the NUC

1.14.6 Level 6-8 umpires are to make themselves available for a minimum of one senior national championship every two years.

1.15 If an umpire fails to maintain their accreditation for a period of more than two years their accreditation is deemed to be not current and practical, and theory must be renewed.

1.16 To regain currency:

1.16.1 For Level 1-4 the umpire must be reviewed by their SDU, or a person appointed by them at an event appropriate for their accreditation level

1.16.2 For Levels 5 and above the umpire must be reviewed by the NUIC Development or a person appointed by them at an event appropriate for their accreditation level

Retirement

1.17 An umpire will retire at the highest level of accreditation achieved

Performance management of national level umpires

1.18 If a Level 5-8 umpire receives an unsatisfactory performance assessment at a national championship or does not officiate at a national championship or equivalent for two consecutive years, they must:

1.18.1 obtain an 85% pass in the Softball Australia Open Playing Rules Assessment

1.18.2 undertake a practical assessment conducted by the NUIC - Development or a person appointed by them, to determine their suitability to resume umpiring at an underage national championship

1.19 A Level 4 umpire who fails the practical assessment for Level 5 accreditation on two occasions will not be eligible for further practical assessment for Level 5 accreditation until they are reassessed by their SDU to determine that they have achieved the appropriate standard

1.20 A Level 5 umpire who fails the practical assessment for Level 6 accreditation on two occasions will not be eligible for further practical assessment for Level 6 accreditation until they are reassessed by the NUIC - Development or a person appointed by them at an underage national championship to determine that they have achieved the appropriate standard

1.21 An umpire who does not meet the requirements of 1.16 to 1.18 will not be eligible for appointment to a national championship until those requirements are met

Performance management of international level umpires

1.22 If an umpire receives an unsatisfactory report from an international tournament, a performance review will be conducted by the NUC Executive. The review will generally entail an interview involving the umpire and two members of the NUC Executive appointed by the TPC and the NUC Executive.

1.23 An action plan to address any performance issues will be developed as a result of the interview. This will be monitored and reviewed to measure satisfactory completion.

Recognition of overseas accreditation

1.24 An umpire with overseas accreditation will be assessed by the SDU of their State of residence if Level 1-4 or the NUIC - Development or a person appointed by them if Level 5 to 6 to determine their Australian accreditation Level.

1.25 A WBSC-SD certified umpire will be recognised as a Level 6 – WBSC accredited umpire.

1.26 SDU's may award a Level 1-4 Softball Australia accreditation, providing the umpire has passed the Softball Australia Rules Assessment at the appropriate level.

1.27 If an umpire is assessed to be equivalent to Level 4 or above, they may be referred to the NUC Executive for appointment to a national underage tournament for assessment.

1.28 Where an umpire is assessed at a national underage tournament and is considered to have achieved a Level 5 standard they may be appointed to a national open championship.

WBSC-SD accreditation

1.29 Softball Australia will conduct WBSC-SD training programs and certification clinic in collaboration with Oceania Federations.

1.30 Following the successful completion of a WBSC-SD certification clinic an umpire will obtain WBSC-SD accreditation.

1.31 The cost of registration as a WBSC-SD accredited umpire will be borne by Softball Australia.

Softball Australia Accreditation Database

1.32 Each accredited umpire will be recorded in the Softball Australia accreditation database.

1.33 Softball Australia will manage the database in accordance with Softball Australia protocols.

Recognition of accreditation

1.34 All accredited umpires will receive a certificate of recognition specifying their accreditation level

1.35 All accredited umpires have the right to, and must wear the Softball Australia approved umpire shirt with logo, when umpiring games sanctioned by, and played under the auspices of Softball Australia

Assessor

1.36 The National Assessor program consists of four levels. An umpire does not have to be an 'active on diamond umpire' to be an assessor. The specific qualifications and requirements for each level are set out in clauses 1.37-1.40

1.36.1 The accreditation of assessors and presenters at Levels Trainee, 1 and 2 will be the responsibility of the Member States. The SDU will advise the NUC Development of all assessors and presenters awarded Level Trainee, 1 or 2

1.36.2 The accreditation of assessors and presenters at Level 3 will be the responsibility of the NUC

1.36.3 The NUC is responsible for maintaining all records and issuing certificates of accreditation for all levels of assessor and presenter accreditation.

Levels of accreditation

1.37 Trainee: State entry level

1.37.1 An umpire will achieve Trainee accreditation by

(a) Applying to the SDU and be accepted as a Trainee assessor

(b) Holding Level 3 or higher umpire accreditation

(c) participating in a Softball Australia umpiring assessor course

(d) Passing a written test at the end of the course

(e) Having a current 80% or better pass in the Softball Australia Open Playing Rules Assessment.

1.37.2 A Trainee assessor may only assist Level 2 assessors for accreditation/reaccreditation of State level umpires lower than their own accreditation level

1.38 Level 1: State

1.38.1 An umpire will achieve Level 1 accreditation by

(a) Holding Level 4 or higher umpire accreditation

(b) Maintaining an 85% or better pass in the Softball Australian Open Playing Rules Assessment on a biennial basis

(c) Having a minimum 12 months' practical experience as a registered Trainee assessor

(d) Providing consistent and satisfactory assessments as determined by the SDU

1.38.2 Qualification

(a) A Level 1 assessor is qualified to carry out pre-assessment and assessments for State level umpires up to and including Level 3

(b) Is qualified to assist Level 2 assessors for accreditation / reaccreditation of State level umpires up to Level 4

1.39 Level 2 State

1.39.1 An umpire will achieve Level 2 accreditation by

(a) Holding Level 5 or higher umpire accreditation

(b) Maintaining an 85% or better pass in the Softball Australian Open Playing Rules Assessment on a biennial basis

(c) Having a minimum 12 months' practical experience as a Level 1 assessor

(d) Providing consistent and satisfactory assessments as determined by the SDU

1.39.2 Qualification

(a) Qualified to carry out pre-assessment and assessment for accreditation or reaccreditation of all State base umpires up to Level 4

(b) Qualified to teach Trainee and Level 1 assessors

1.40 Level 3: National

1.40.1 An umpire will achieve Level 3 accreditation by

(a) Holding Level 6 or higher umpire accreditation

(b) Maintaining an 85% or better pass in the Softball Australian Open Playing Rules Assessment on a biennial basis

(c) Having a minimum 24 months' practical experience as a Level 2 assessor

(d) Provide consistent and satisfactory assessments as determined by the NUIC Development

1.40.2 Qualification

(a) Qualified to carry out pre-assessment and assessment for accreditation or reaccreditation of all umpires up to Level 5

(b) Must have a minimum 24 months' practical experience as a Level 3 assessor and be approved by the NUIC Development before carrying out pre- assessment and assessment of Level 6 umpires for accreditation or reaccreditation

(c) Qualified to teach Trainee, Level 1 and Level 2 assessors and presenters

(d) The NUC Executive will assess Level 6 umpires as assessors

Maintenance of accreditation

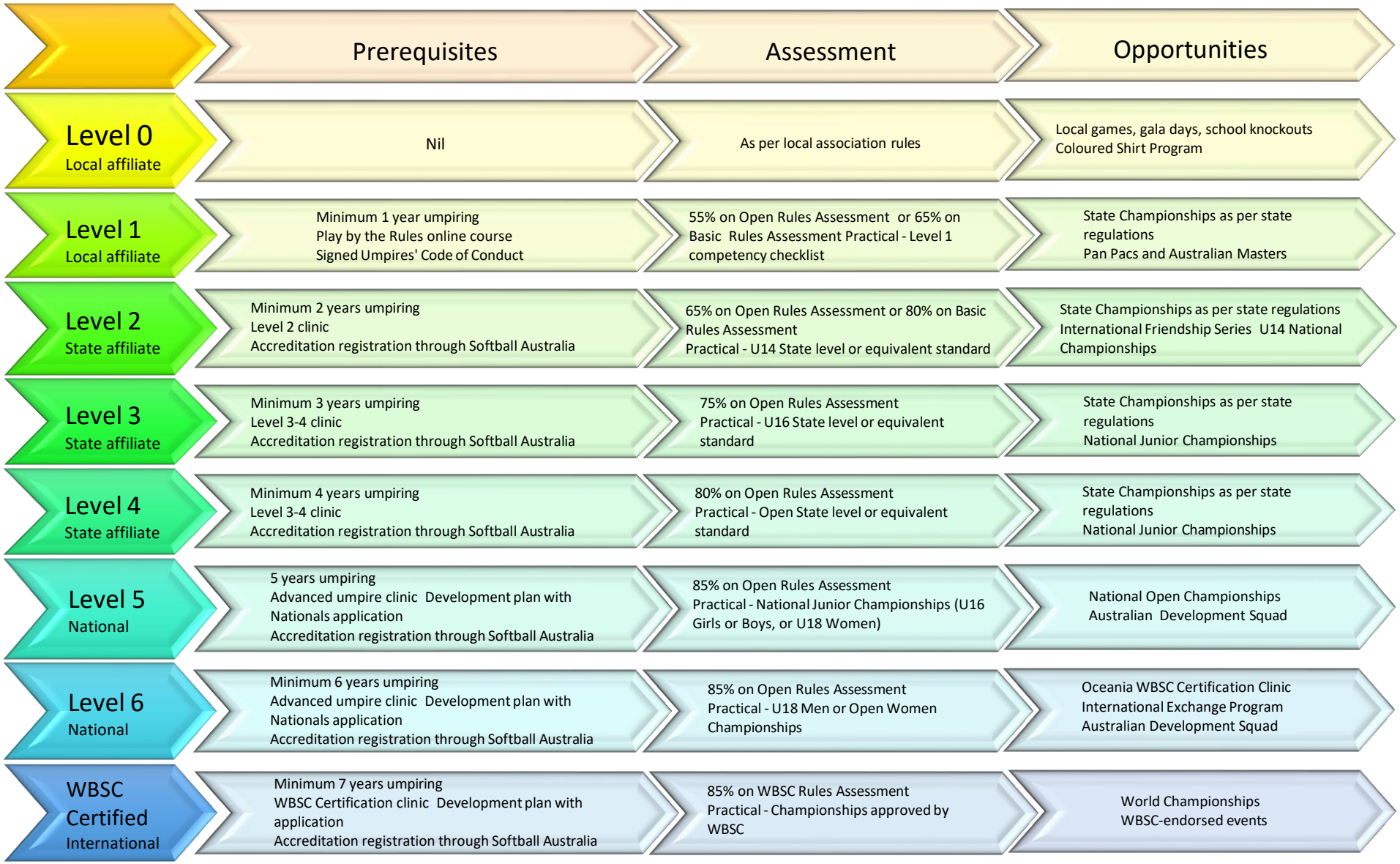
1.41 An assessor will maintain accreditation by:

1.41.1 Being willing and available to organise, participate and lecture in both rules and practical umpiring for a minimum of 10 hours in each two years commencing from the date of accreditation as an assessor/presenter

1.41.2 Continuing to deliver satisfactory assessments and presentations applicable to their level of accreditation. The quality of assessments and presentations will be checked by the relevant SDU or a suitable qualified assessor or NUC Development depending on the level of accreditation

1.41.3 Maintaining an 85% or better pass in the Softball Australian Open Playing Rules Assessment on a biennial basis.

Australian Umpire Development Pathway



Individual experience may vary. Other tournaments may be used for assessments where appropriate.

Additional umpiring resources, including information on umpiring courses and accreditation, can be found on the Softball Australia website (www.softball.org.au)

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